DOCUMENT RESUME

ED 273 675 TM 860 530

AUTHOR Ligon, Glynn; Jackson, Elaine
TITLE Linking Outcomes to Organizational Planning.
INSTITUTION Austin Independent School District, Tex.
REPORT NO AISD-85-51
PUB DATE Apr 86
NOTE 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Appendices are marginally legible.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Planning; Elementary Secondary Education; *Evaluation Utilization; Formative Evaluation; *Instructional Development; *Program Evaluation; Research Utilization; School Districts
IDENTIFIERS *Austin Independent School District TX; *Linking Outcomes to Organizational Planning

ABSTRACT

Linking Outcomes to Organizational Planning (LOOP) was initiated during the 1984-85 school year in the Austin (Texas) Independent School District. LOOP was designed to ensure that evaluation, research, and informal findings became part of the instructional planning loop; to provide information to the Superintendent on progress toward priorities and to focus staff on the goals; and to provide a reporting format. Conditions for success included a clear mandate from the Superintendent, and designation of a key person to follow through and provide reports. LOOP procedures were integrated into established procedures. Findings for action were generated by diverse sources, including evaluation reports, construction progress reports, and committees. LOOP has ten steps: (1) identify relevant evaluation finding; (2) establish goal; (3) assign responsibility for meeting the goal; (4) identify means of achieving the goal; (5) update activity status and action required, using the data processing system; (6) have continual monitoring of progress by Office of Research and Evaluation (ORE); (7) ORE to make monthly and annual reports; (8) Superintendent and Cabinet to provide feedback regarding progress toward each goal; (9) Superintendent and Cabinet to declare that the goal has been met; and (10) Superintendent to report to Board and Public. Although a great deal of effort was involved, LOOP has been effective. About two-thirds of the document consists of an appendix containing monthly and other reports on LOOP activities for selected priorities especially those involving achievment gains and computers. (GDC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED273675

LINKING OUTCOMES TO ORGANIZATIONAL PLANNING

Glynn Ligon
Elaine Jackson
Austin Independent School District
Austin, Texas

Paper Presented at the Annual Meeting of
the American Educational Research Association

San Francisco, California April, 1986

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. Ligon
E. Jackson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Publication #85.51

TM 860 530

85.51

LINKING OUTCOMES TO ORGANIZATIONAL PLANNING

The challenge for everyone in public school evaluation is to effect follow-up on evaluation findings of importance. The Austin Independent School District (AISD) had tried several very formal approaches that required instructional/program staff to write plans and provide status reports on action taken pursuant to evaluation findings. However, our success was minimal, at best. In the summer of 1984, the Superintendent asked for another attempt--but he wanted one that would work. He wanted a sure-fire procedure for making evaluation findings part of what he termed the instructional planning loop. The result was LOOP --Linking Outcomes to Organizational Planning--a more practical approach built upon the ruins of our previous attempts.

As a further impetus for LOOP, the Board of Trustees set 25 priorities for the 1984-85 school year, and the Superintendent needed a system for monthly and quarterly status reports on each.

Therefore, LOOP was instituted in 1984-85 with three main purposes:

1. To ensure that evaluation, research, and less formal findings become part of the instructional planning loop within the AISD.

2. To provide the Superintendent a tool to manage the high-priority tasks of the school system, to keep staff focused on goals, and to track accomplishments throughout the year.

3. To provide a format for reporting to the Superintendent, the School Board, and the public about progress on major activities.

The conditions required to make LOOP a success were identified:

1. A clear and specific mandate from the Superintendent that the system will be used.

2. Designation of a key person to follow up the progress of activities and report on those activities.

3. Integration of LOOP into established procedures and processes.

4. Specific check points and follow-up procedurer to be used.

5. Findings for action from diverse sources districtwide (evaluation reports, construction progress reports, committee findings, etc.).

Clearly if LOOP was to work it could not lay an additional layer of requirements and paperwork onto overburdened staff. Thus, other than the reporting format, LOOP attempts to tie together existing processes.

LOOP is a ten-step process for integrating research, evaluation, and less formal findings into the planning and instructional cycle. The ten steps of LOOP are:

1. A finding with implications for improving instruction or operational efficiency is identified by the Superintendent, Cabinet, or Board of Trustees.

2. A goal or priority is established for improvement.

3. A key staff member is assigned the responsibility of managing progress toward the goal and reporting progress.

4. The key staff member works with other appropriate staff, advisory groups, and community groups to identify activities which will lead to accomplishment of the goal.

5. The key staff member updates activity status and action required on the Wang Word/Data Processing System.

6. The Office of Research and Evaluation (ORE) monitors updates and progress continually.

7. ORE reports progress to the Superintendent in three ways:

    . A continually updated computer status file accessible at any time through the Wang Word/Data Processing System.

    . A monthly status report on all goals.

    . An annual report on all goals.

8. The Superintendent and Cabinet monitor progress toward each goal, make necessary recommendations and decisions, and communicate them to the key staff member.

9. The Superintendent and Cabinet declare a goal met or no longer requiring close monitoring.

10. The Superintendent reports to the Board and the public on progress, and uses the reports to aid in setting new goals.

In 1984-85, the LOOP system used to document progress on District priorities was labor intensive. One evaluation associate was responsible for collecting written input on a regular basis, and reminding people of deadlines. A secretary worked for a week each month on updating and formatting data in the word processing system. All this was in addition to the reporting efforts of the keystaff members.

For 1985-86, the process has been greatly simplified by the use of the on-line Wang Word Processing System. The majority of the key staff members are able to access the report document directly, so status reporting can be part of each activity, rather than a completely separate project.

Attachment A includes sample reports on two priorities from the 1984-85 school year, from initial set up in October, 1984, through the Superintendent's report to the Board in July, 1985.

Does LOOP Work?

LOOP works for these purposes:

1. LOOP provides the Superintendent a tool for managing activities associated with key goals or priorities. For example, in January, 1986, the evaluation staff managing LOOP met with the Superintendent and reviewed the latest monthly report in detail. In this review, the Superintendent identified areas to be clarified, areas where progress was lagging, and areas where the planned activities were not on target with the basic intent of the priority. Attachment B is a sample of a follow-up memo he sent after this review meeting.

   The Superintendent's Cabinet holds planning retreats several times a year and the Board of Trustees holds study sessions periodically. Now a traditional part of the background materials for these meetings is the latest monthly LOOP report.

2. LOOP provides the Superintendent a system and format for documenting progress to the Board of Trustees and to the public. At the end of the 1984-85 school year, the Superintendent requested a document be printed and bound containing year-end summary status reports on each of the 1984-85 priorities. That document served

several purposes. The publication date corresponded nicely with the Superintendent's annual evaluation by the Board of Trustees. The publication also became one of three volumes in the newly state-mandated Annual Performance Report as established in recent education legislation.

3. LOOP clearly designates a key staff person responsible for each goal/priority. This has had tremendous benefit in clarifying which administrator is really responsible for progress in each area. Consider this point. In your system, are the major priorities clearly assigned to one or two individuals even though many must have a hand in the activities? Does the superintendent know whom to call if he needs a quick answer?

4. LOOP has provided some stability to an area that is generally characterized by last minute attempts to document status on key issues. We now have a ready-made format for responding to questions such as "Where is the District on this?" or "Why has nothing happened about that?"

It takes a real effort to maintain LOOP. We have been successful with tying into existing processes; however, the monthly target dates and the structured formats have added to the staff's workload. We can argue that their efforts to respond to LOOP are justifiable planning, management, and reporting work that should be a part of all administrators' schedules.

Overall, we rate LOOP a success. The three main purposes stated earlier for LOOP are being met:

1. Evaluation findings are more a part of the instructional planning loop.

2. The Superintendent uses LOOP to monitor and manage important tasks.

3. The Superintendent has a format that is useful for documenting/reporting to the Board of Trustees and the public that progress is being made on the priorities of the District.

AUSTIN INDEPENDENT SCHOOL DISTRICT

LOOP

BOARD PRIORITIES FOR 1984-85

Priority: *9. Improve TABS and other test results.

Key Staff Person: Ruth MacAllister and Freda Holley

Committee:

Members:

Target Date	Activities	Status
August, 1984	Improve reading instruction in content areas	
September/October 17, 1984	Principals' meeting--each school urged to develop own strategies for improving TABS standing	
Fall, 1984	Set school goals related to accreditation goals, ROSE report, and TABS Math goal	
Fall, 1984	Begin scheduling 60 minutes per day of mathematics instruction	
Fall, 1984/ Spring, 1985	Implement activities related to school goals	
November, 1984	Cable 8 program: TABS results and preparing students for 1985 TABS mathematics	
Fall, 1984	Elgin Schilhab meets with math teachers to address strategies for improvement	
May, 1984	Graduation requirements changed to TABS	
May, 1984	Ninth-grade reading requirement added for those below 40th percentile in TABS	

85.51 Initial Monthly Report
Priority 19

October, 1984

AUSTIN INDEPENDENT SCHOOL DISTRICT

LOOP

BOARD PRIORITIES FOR 1984-85

Priority: 19. Evaluate the three-year computer initiative and propose appropriate next steps.

Key Staff Person: Glynn Ligon

Committee: Computer Initiative Directions Committee

Members:

Target Date	Activities	Status
October 1984	Committee meets	
November 1984	Committee reviews evaluation data/ literature on computer literacy	
December 1984	Evaluation of current status completed	
Jan., Feb. 1985	Committee explores possible next steps	
March 1985	Possible next steps drafted/presented to Cabinet	

December 12, 1984

AUSTIN INDEPENDENT SCHOOL DISTRICT

LOOP

BOARD PRIORITIES FOR 1984-85

PRIORITY 9. IMPROVEMENT OF TEST RESULTS

Goal: Improve TABS and other test results.

Key Staff Persons: Ruth MacAllister and Freda Holley

Committee: ACESS
Elementary Parent Advisory Committee

Members:

Ultimate Objective: Obtain higher achievement test averages in 1984-85

Target Date	Activities	Status as of 12/12/84
May 1984	Change graduation requirements to TABS	Completed
May 1984	Add ninth-grade reading requirement for those below 40th percentile in TABS	Completed
Aug. 1984	Improve reading instruction in content areas	On target
Sept./Oct. 17, 1984	Principals' meeting--each school urged to develop own strategies for improving TABS standing	Completed
Fall 1984	Implement Project Achieve	On target
Fall 1984	Set school goals related to accreditation goals, ROSE report, and TABS Math goal	Completed
Fall 1984	Begin scheduling sixty minutes per day of mathematics instruction	Completed
Fall 1984/ Spring, 1985	Implement activities related to school goals	On target
Nov., 1984	Cable 8 program: TABS results and preparing students for 1985 TABS mathematics	Completed
Fall 1984	Elgin Schilhab meets with math teachers to address strategies for improvement	On target
May, 1984	Change graduation requirement to state EXIT LEVEL test	Pending

Target Date	Board/Cabinet Actions and Decisions	Status as of 12/12/34
May 1985	Approve graduation minimum competency requirements with EXIT LEVEL	Pending

65.51 First Quarterly Report
Priority 19

December 12, 1984

AUSTIN INDEPENDENT SCHOOL DISTRICT

LOOP

BOARD PRIORITIES FOR 1984-85

PRIORITY 19. COMPUTER INITIATIVE

Goal: Evaluate the three-year computer initiative and propose appropriate next steps.

Key Staff Person: Glynn Ligon

Committee: Computer Initiative Directions Committee

Members: Terry Bishop, Katherine Wms. Carter, Leslie Cohen, Ida Courtney, Lyndon Deborue, Leila Dumas, Lupe Gier, Myrtle Johnson, Glynn Ligon, Wayne Schade, Elgin Schilhab, Wini Wood.

Ultimate Objective: Develop a long-range plan for the Computer Initiative.

Target Date	Activities	Status as of 12/12/84
Oct. 1984	Committee members meet	Completed
Nov. 1984	Review evaluation data/literature on computer literacy	On target
Jan. 1985	Complete evaluation of current status	Pending
Jan./Feb. 1985	Explore possible next steps	Pending
Mar. 1985	Draft possible next steps and present to Cabinet	Pending

Target Date	Board/Cabinet Actions and Decisions	Status as of 12/12/84
July 1985	Approve plan for Computer Initiative	Pending

March 29, 1985

PRIORITY 9. IMPROVEMENT OF TEST RESULTS

Goal: Improve TABS and other test results.

STATUS: **TABS was administered at grades 3, 6, and 9 from February 11 through February 20. Junior High ITBS administration was February 12-14 with makeups February 15-22. TABS was returned to TEA for scoring the week of February 25, and ITBS printouts were delivered to the schools February 25. The Board received the Five-Year Accreditation Plan on February 25 for approval and the Plan was delivered to TEA. Teacher and administrator inservices have been held all year. ITBS materials will go to elementary schools the week of April 1, and practice testing will be in April. Six junior high schools and eight high schools will have one to four classes each participating in pilot testing for TEA of the Texas Educational Assessment of Minimum Skills (TEAMS) from March 27 - April 3. A total of 23 classes will participate.**

Key Staff Persons: Ruth MacAllister and Freda Holley

Ultimate Objective: Obtain higher achievement test averages in 1984-85

Target Date	Activities	Status as of 3/29/85
Spring 1984	Sample schedules distributed to elementary schools (Increased time on mathematics)	Completed
May 1984	Change graduation requirements to TABS	Completed
May 1984	Add ninth-grade reading requirement for those below 40th percentile in TABS	Completed
Summer 1984	Mathematics Inservice, Primary Teachers	Completed
August 1984	Begin to improve reading instruction in content areas	On target
August 1984	Elementary Principal Retreat, "How To Improve Mathematics," ORE Presentations on Math Achievement	Completed
August 1984	Letter from R. MacAllister to all elementary teachers--Improve Mathematics	Completed
August 1984	Coordinator Retreat and Other Staff Meetings, ORE Presentations, Plan Inservice	Completed
Sept./Oct. 17, 1984	Principals' meeting--each school urged to develop own strategies for improving TABS standing	Completed

Target Date	Activities	Status as of 3/29/85
Sept./Oct.	Coordinators check elementary teachers' schedules (60 minutes mathematics)	Ongoing
Fall 1984	Implement Project Achieve	On target
Sept. 1984	Elementary administrators' meeting - memo TABS areas of weakness	Completed
Fall 1984	Set school goals related to accreditation goals, ROSE report, and TABS Math goal	Completed
Fall 1984	Begin scheduling sixty minutes per day of mathematics instruction	Completed
Fall 1984	Visits to Texas urban/suburban school districts to see mathematics programs	Completed
Fall 1984/ Spring, 1985	Implement activities related to school goals	On target
Nov., 1984	Cable 8 program: TABS results and preparing students for 1985 TABS mathematics	Completed
Fall 1984	Purchased manipulatives; mathematics inservices (2) for schools	Completed
Fall 1984	Elgin Schilhab meets with mathematics teachers to address strategies for improvement	Completed
Oct. 1984	TABS Practice Tests distributed - Grades 3 and 5 teachers	Completed
Fall 1984	Disseminate information on mathematics conference in Austin (CAMT) (also on Sat.) Provided 15 subs so teachers could attend	Completed
Fall 1984	Distributed information on essential elements for each grade level	Completed
Fall 1984	Made available funds for pilot projects in mathematics	Completed
Fall 1984	Distributed important information on TABS mathematics objectives to all elementary campuses (Objectives to be taught before February and practice Mathematics in TABS test formats)	Completed
Fall 1984	Many Baker LRC acquisitions in mathematics	Completed
Fall 1984	Distributed memo "Mathematics in Primary Grades" and Mathematics inventory	Completed

Target Date	Activities	Status as of 3/29/85
Jan. 1985	Sent selected elementary teachers and coordinators for one week inservice training in problem solving	Completed
Jan. 1985	Reminder memo to elementary principals - address all Mathematics TABS objectives Discuss at Jan. 9 elementary administrators meeting.	Completed
Jan. 10, 1985	ORE presentation to Elementary Parents Curriculum Review Committee on district-wide tests, particularly TABS--Communicate to other parents via bulletins/newsletter	Completed
Jan. 1985	Superintendent emphasizes TABS results at General Administrators' Meeting	Completed
Jan. 30, 1985	Inservice Mathematics for elementary principals "Helping in Mathematics" Madeline Hunter films	Completed
Feb. 1985	Sr. High Principals are reminded in their meeting to give top priority to urging students to do well on TABS.	Completed
Feb. 1985	Ten principals attended a workshop on math instruction (problem solving)	Completed
Feb. 1985	Approve accreditation Five-Year Plan with achievement objectives	Completed
April 1985	Training for trainers in problem solving	Scheduled
May, 1985	Change graduation requirement to state EXIT LEVEL test	Scheduled
May 1985	Approve graduation minimum competency requirements with EXIT LEVEL test	Scheduled
June 10-13, 1985	Two-day workshops: "Problem Solving for the first (second, third, fourth, fifth, sixth) Grade"	Scheduled
June 18-19, 1985	"Math Their Way" workshop for kindergarten teachers	Scheduled

85.51 Second Quarterly Report
Priority 19

March 29, 1985

PRIORITY 19. COMPUTER INITIATIVE

Goal: Evaluate the three-year computer initiative and propose appropriate next steps.

STATUS: **The status of AISD's computer initiative has been described for both elementary and secondary schools. Equipment on hand and skills taught at each grade are identified. The committee met January 24, 1985 and February 14, 1985 to begin consideration of the next steps AISD should take. A committee report is anticipated in May.**

Key Staff Person: Glynn Ligon

Committee: Computer Initiative Directions Committee

Members: Terry Bishop, Katherine Wms. Carter, Leslie Cohen, Ida Courtney, Lyndon Deborue, Leila Dumas, Lupe Gier, Myrtle Johnson, Glynn Ligon, Wayne Schade, Elgin Schilhab, Wini Wood.

Ultimate Objective: Develop a long-range plan for the Computer Initiative.

Target Date	Activities	Status as of 3/29/85
Oct. 1984	Committee members meet	Completed
Nov. 1984	Review evaluation data/literature on computer literacy	Completed
Jan. 1985	Complete evaluation of current status	Completed
Jan./Feb. 1985	Explore possible next steps	Completed
Mar. 1985	Draft possible next steps.	Scheduled
May 1985	Present to Cabinet	Scheduled

Target Date	Board/Cabinet Actions and Decisions	Status as of 3/29/85
July 1985	Approve plan for Computer Initiative	Scheduled

Second Quarter Summary
Priorities 7 - 9

PRIORITY 7. DROPOUT PREVENTION PROGRAM
Key Staff Person: Billie Franke

STATUS: The Alternative Center was opened on Nov. 13, 1985, and 34 students were assigned to the Center during the rest of the semester. To date 65 students have been assigned to the Center during the second semester (32 junior high, 33 high school students).

Target Date	Board/Cabinet Actions and Decisions	Status as of 3/29/85
Nov. 1984	Approve night high school	Completed
Nov. 1984	Appoint night high school principal (Martin Bera, Nov. 26, 1984)	Completed

---

PRIORITY 8. FORMING THE FUTURE
Key Staff Person: Yolanda Leo

STATUS: Forming the Future recommendations have been reviewed and the FTF Task Force has been reactivated. Task Force is beginning to study progress made on FTF recommendations.

Target Date	Board/Cabinet Actions and Decisions	Status as of 3/29/85
Pending	Review each individual recommendation and progress made to determine any budgetary and policy impact	

PRIORITY 9. IMPROVEMENT OF TEST RESULTS
Key Staff Persons: Ruth MacAllister and Freda Holley

STATUS: TABS was administered at grades 3, 5, and 9 from February 11 through February 20. Junior High ITBS administration was February 12-14 with makeups February 15-22. TABS was returned to TEA for scoring the week of February 25, and ITBS printouts were delivered to the schools February 25. The Board received the Five-Year Accreditation Plan on February 25 for approval, and the Plan was delivered to TEA. Teacher and administrator inservices have been held all year. ITBS materials will go to elementary shools the week of April 1, and practice testing will be in April. Six junior high schools and eight high schools will have one to four classes each participating in pilot testing for TEA of the Texas Educational Assessment of Minimum Skills (TEAMS) from March 27-April 3. A total of 23 classes will participate.

PRIORITY 17. NEW BOND ISSUE PLAN
Key Staff Person: Terry Bishop

STATUS: Planning is continuing, and the Preliminary Report is scheduled for presentation to the Board this spring.

Target Date	Board/Cabinet Actions and Decisions	Status as of 3/29/85
Pending	Adopt bond proposal	

PRIORITY 18. AFFIRMATIVE ACTION PROGRAM
Key Staff Person: Charles Akins

STATUS: Affirmative action continues for professional employees with the yearly report to be issued by ORE in April, 1985. A classified affirmative action plan will be presented to the Board in May, 1985.

Target Date	Board/Cabinet Actions and Decisions	Status as of 3/29/85
May 1985	Adopt new Classified Affirmative Action Plans	Scheduled

---

PRIORITY 19. COMPUTER INITIATIVE
Key Staff Person: Glynn Ligon

STATUS: The status of AISD's computer initiative has been described for both elementary and secondary schools. Equipment on hand and skills taught at each grade are identified. The committee met January 24, 1985 and February 14, 1985 to begin consideration of the next steps AISD should take. A committee report is anticipated in May.

Target Date	Board/Cabinet Actions and Decisions	Status as of 3/29/85
July 1985	Approve plan for Computer Initiative	Scheduled

PRIORITY 9. IMPROVEMENT OF TEST RESULTS

Goal: Improve TABS and other test results.

STATUS: TABS was administered at grades 3, 5, and 9 from February 11 through February 20. Junior High ITBS administration was February 12-14 with makeups February 15-22. TABS was returned to TEA for scoring the week of February 25. ITBS results were delivered to the schools February 25. The Board received the Five-Year Accreditation Plan on February 25 for approval and the Plan was delivered to TEA. Teacher and administrator inservices have been held all year. ITBS materials went to elementary schools the week of April 1. Elementary ITBS testing has been completed and make-ups will be given the week of April 29. TAP testing in the high schools will begin April 30. Six junior high schools and eight high schools had one to four classes each participate in pilot testing for TEA of the Texas Educational Assessment of Minimum Skills (TEAMS) from March 27 - April 3. A total of 23 classes participated.

Key Staff Persons: Ruth MacAllister and Freda Holley

Ultimate Objective: Obtain higher achievement test averages in 1984-85

Target Date	Activities	Status as of 4/26/35
Spring 1984	Sample schedules distributed to elementary schools (Increased time on mathematics)	Completed
May 1984	Change graduation requirements to TABS	Completed
May 1984	Add ninth-grade reading requirement for those below 40th percentile in TABS	Completed
Summer 1984	Mathematics Inservice, Primary Teachers	Completed
August 1984	Begin to improve reading instruction in content areas	On target
August 1984	Elementary Principal Retreat, "How To Improve Mathematics," ORE Presentations on Math Achievement	Completed
August 1984	Letter from R. MacAllister to all elementary teachers--Improve Mathematics	Completed
August 1984	Coordinator Retreat and Other Staff Meetings, ORE Presentations, Plan Inservice	Completed
Sept./Oct. 17, 1984	Principals' meeting--each school urged to develop own strategies for improving TABS standing	Completed

Target Date	Activities	Status as of 4/26/85
Sept./Oct.	Coordinators check elementary teachers' schedules (60 minutes mathematics)	Ongoing
Fall 1984	Implement Project Achieve	On target
Sept. 1984	Elementary administrators' meeting - memo TABS areas of weakness	Completed
Fall 1984	Set school goals related to accreditation goals, ROSE report, and TABS Math goal	Completed
Fall 1984	Begin scheduling sixty minutes per day of mathematics instruction	Completed
Fall 1984	Visits to Texas urban/suburban school districts to see mathematics programs	Completed
Fall 1984/ Spring, 1985	Implement activities related to school goals	On target
Nov., 1984	Cable 8 program: TABS results and preparing students for 1985 TABS mathematics	Completed
Fall 1984	Purchased manipulatives; mathematics inservices (2) for schools	Completed
Fall 1984	Elgin Schilhab meets with mathematics teachers to address strategies for improvement	Completed
Oct. 1984	TABS Practice Tests distributed - Grades 3 and 5 teachers	Completed
Fall 1984	Disseminate information on mathematics conference in Austin (CAMT) (also on Sat.) Provided 15 subs so teachers could attend	Completed
Fall 1984	Distributed information on essential elements for each grade level	Completed
Fall 1984	Made available funds for pilot projects in mathematics	Completed
Fall 1984	Distributed important information on TABS mathematics objectives to all elementary campuses (Objectives to be taught before February and practice Mathematics in TABS test formats)	Completed
Fall 1984	Many Baker LRC acquisitions in mathematics	Completed
Fall 1984	Distributed memo "Mathematics in Primary Grades" and Mathematics inventory	Completed

Target Date	Activities	Status as of 4/26/85
Jan. 1985	Sent selected elementary teachers and coordinators for one week inservice training in problem solving	Completed
Jan. 1985	Reminder memo to elementary principals - address all Mathematics TABS objectives Discuss at Jan. 9 elementary administrators meeting.	Completed
Jan. 10, 1985	ORE presentation to Elementary Parents Curriculum Review Committee on district-wide tests, particularly TABS--Communicate to other parents via bulletins/newsletter	Completed
Jan. 1985	Superintendent emphasizes TABS results at General Administrators' Meeting	Completed
Jan. 30, 1985	Inservice Mathematics for elementary principals "Helping in Mathematics" Madeline Hunter films	Completed
Feb. 1985	Sr. High Principals are reminded in their meeting to give top priority to urging students to do well on TABS.	Completed
Feb. 1985	Ten principals attended a workshop on math instruction (problem solving)	Completed
Feb. 1985	Approve accreditation Five-Year Plan with achievement objectives	Completed
Feb. 1985	Send exit-level objectives to parents and teachers	Completed
April 1985	Training for trainers in problem solving	Completed
April 1985	Some administrators attend National Council of Teachers of Mathematics	Completed
May, 1985	Change graduation requirement to state EXIT LEVEL test	Completed
May 1985	Approve graduation minimum competency requirements with EXIT LEVEL test	Completed
May-June 1985	Prepare a correlation for schools of essential elements and elementary curriculum	Scheduled
June 10-13, 1985	Two-day workshops: "Problem Solving for the First (second, third, fourth, fifth, sixth) Grade"	Scheduled
June 13-19, 1985	"Math Their Way" workshop for kindergarten teachers	Scheduled

PRIORITY 19. COMPUTER INITIATIVE

Goal: Evaluate the three-year computer initiative and propose appropriate next steps.

STATUS: **The status of AISD's computer initiative has been described for both elementary and secondary schools. Equipment on hand and skills taught at each grade are identified. The committee met in January and February 1985 to begin consideration of the next steps AISD should take. A committee report has been drafted and will be forwarded to the Cabinet in May.**

Key Staff Person: Glynn Ligon

Committee: Computer Initiative Directions Committee

Members: Terry Bishop, Katherine Wms. Carter, Leslie Cohen, Ida Courtney, Lyndon Deborue, Leila Dumas, Lupe Gier, Myrtle Johnson, Glynn Ligon, Wayne Schade, Elgin Schilhab, Wini Wood.

Ultimate Objective: Develop a long-range plan for the Computer Initiative.

Target Date	Activities	Status as of 4/26/85
Oct. 1984	Committee members meet	Completed
Nov. 1984	Review evaluation data/literature on computer literacy	Completed
Jan. 1985	Complete evaluation of current status	Completed
Jan./Feb. 1985	Explore possible next steps	Completed
Mar. 1985	Draft possible next steps	Completed
May 1985	Present to Cabinet	Scheduled

Target Date	Board/Cabinet Actions and Decisions	Status as of 4/26/85
July 1985	Approve plan for Computer Initiative	Scheduled

85.51

End of Year Report
1984-85 Priorities

THE SUPERINTENDENT'S REPORT -

TO THE BOARD OF TRUSTEES

On September 24, 1984, you selected 25 Priorities for the 1984-85 school year, and designated the first ten as those that should receive special attention. Throughout this year District staff have directed efforts toward these goals.

- For each Priority, during October, 1984;
  - A key staff person was designated,
  - The outcome objective for the year was determined,
  - Appropriate activities and timelines were set, and
  - Necessary Board and Cabinet actions were outlined.

- Key staff persons provided regular reports on the status of activities.

- Monthly updates were channeled through ORE for review.

This report details major steps by the District toward meeting the goals set for us this year. The accomplishments are impressive. They show the results of efforts by our fine staff to meet expectations. In a year when legislative mandates have made extreme demands on everyone in education in Texas, these accomplishments are truly a tribute to the quality and dedication of the staff of the Austin Independent School District.

John Ellis

John Ellis
Superintendent of Schools

PRIORITY 9. IMPROVEMENT OF TEST RESULTS

Goal: Improve TABS and other test results.

Current Status:

- Emphasis was placed on improving student mathematics achievement throughout 1984-85. Elementary coordinators monitored time spent on mathematics in classes.
- Teacher and administrator inservices were conducted in August, 1984.
- Administrators were acquainted with goals and strategies for achieving them, and schools were urged to develop their own plans based on school scores on TABS and ITBS.
- Fall, 1984, other districts' mathematics programs were observed.
- Fall, 1984, elementary teachers had two mathematics inservices, information on essential elements and TABS practice tests were distributed, and Baker LRC acquired mathematics materials.
- Spring, 1985, selected teachers, principals and coordinators were trained in problem solving, and as trainers.
- June, 1985, elementary two-day workshops on problem solving were held.
- Test results for 1984-85 on the TABS showed:
  - The majority of AISD students mastered TABS objectives in all three areas at all three grade levels.
  - Fewer AISD students mastered TABS objectives in 1985 than in 1984.
  - The 1985 TABS appears to have been more difficult than the 1984 edition.
  - AISD's rank among the Big eight urban Texas districts remained relatively stable with four ranks improving, two remaining unchanged, and three falling compared to 1984.
  - Across the six years of TABS administrations, percentage of students mastering TABS has increased. The greatest long-term gains were made by Hispanic and Black students.
  - Although the ranking of AISD on the TABS in elementary mathematics among the Texas urban districts improved, AISD is still too low.

- Test results for 1984-85 on the ITBS and TAP showed:

  - AISD students consistently achieved above the national average at grades 1-12 in all areas on the ITBS and the TAP.

  - The six-year trend in achievement at grades 1-8 is upward. Junior high achievement on the ITBS has gone from below the national average in all areas to above the national average. The two-year trend on the TAP at grades 9-12 is also upward; all areas are now above the national average.

  - Minority student achievement has improved at a greater rate than the achievement of nonminority students.

  - The average AISD student at grades 1-8 achieved higher in all areas than three fourths of the students in urban districts nationwide. The average AISD student at grades 9-12 achieved higher than two thirds of the students in urban districts nationwide.

  - AISD's minority student achievement at grades 1-8 is above the average for all students in urban districts nationwide. AISD's Hispanic student achievement at grades 9-11 is above the average for all students in urban districts nationwide.

  - Kindergarten students made 9.5 months' progress in language skills in the seven months from pre- to posttesting.

  - Students completing grades 7 and 8 continued to be lower achieving compared to previous groups of students in AISD.

- Emphasis in 1985-86 will be on the new TEAMS test at grades 1 and 7, and the exit level TEAMS for grades 11 and 12.

PRIORITY 19. COMPUTER INITIATIVE

Goal: Evaluate the three-year computer initiative and propose appropriate next steps.

Current Status:

Under the auspices of the Computer Initiative, AISD has:

- Purchased a total of 894 microcomputers and 60 printers for elementary schools.
- Provided each elementary school with a library of at least 130 software titles in multiple copies.
- Trained 1,600 elementary teachers in basic computer literacy; 1,440 have received further training in LOGO.
- Purchased six filmstrips and developed seven computer awareness units with videotaped lessons in BASIC.
- Equipped each high school science department with three computer systems and one interfacing system; each high school computer math lab with a minimum of ten microcomputers and three data terminals; and each high school business/vocational program with at least seven microcomputers.
- Trained 63 high school science teachers in computer use.
- Purchased 315 microcomputers for junior highs to initiate the mandatory computer literacy course in seventh grade; 87 teachers were trained and TEA-verified to teach these courses.
- Enrolled 1,531 high school students in computer math classes and enrolled 1,350 students in computer-related courses such as computer literacy, data processing, and word processing in the business/vocational/office program in 1984-85.
- Enrolled 1,298 junior high students in an elective course in computer literacy during 1984-85.
- Board of Trustees July, 1985, approved a budget continuing computer initiative activities and establishing a new computer lab at Becker.
- The Computer Initiative Advisory Committee has recommended the next steps to be:
  - Continue buying stand-alone microcomputers for the schools, but consider the networking capability of those purchased.
  - Move toward networking within campuses whenever appropriate.
  - Consider a districtwide network using a central mainframe computer and the institutional loop provided by the cable company.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of the Superintendent

TO:

FROM: John Ellis

SUBJECT: Priority I-F and I-G. Comprehensive Compensatory Education Program

In reviewing the latest status report on the 1985-86 Board Priorities, I made the following observation about two of the priorities for which you have responsibility.

Priority I. To Improve Student Achievement

F. Comprehensive Compensatory Education Program at the Elementary Level

G. Comprehensive Compensatory Education Program at the Secondary Level

The scope and detail of the activities outlined and the progress made to date on each is impressive. Clearly much is being accomplished. This is a time when we must examine all of our programs carefully in light of the scarcity of funds, and I want us to be able to consider budget options that maintain the integrity of our compensatory education effort. To do so, we need what this priority states--a comprehensive compensatory education program. This comprehensive program would be more than a collection of ongoing activities.

To prime your thinking on this issue, we must consider the following elements.

. Special Populations
  - LEP
  - Special Education
  - Migrants
  - Immigrants

. Low Achievers
  - TEAMS Failures
  - Retainees
  - Course Failures Requiring Tutorials
  - Chapter 1 Eligible Students
  - Shadow Children (those just above special education status, not qualified for any available program, but unable to achieve in a regular class)

- Instructional Arrangements
  - Pupil/Teacher Ratios
  - Pull-Out Programs
  - Computer-Assisted Instruction

- Transition from Elementary to Secondary

Your priority activity lists should show a published comprehensive plan for compensatory education as one of the final activities for 1985-86. I am available to review and discuss the nature of this plan as your work progresses.

cc: